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SCHOOL INFRASTRUCTURE AND INSTRUCTIONAL MATERIALS AS CORRELATES OF TEACHER JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
The study examined school infrastructure and instructional materials as correlates of teacher job commitment in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at the 0.05 level of significance. The study adopted a correlational research design. The population comprised 5,136 teachers and 265 principals in 265 public secondary schools in Anambra State. The sample consisted of 1,080 respondents made up of 1,027 teachers and 53 principals selected through a multi-stage sampling procedure. Data were collected with the Relationship between School Climate and Teacher Job Commitment Questionnaire (RSCTJCQ), validated by three experts and found reliable using Cronbach Alpha method. Pearson Product Moment Correlation Coefficient was used to answer the research questions, while t-test of correlation significance was used to test the hypotheses. The findings revealed a very low positive and non-significant relationship between school infrastructure and teacher job commitment, while instructional materials had a moderate positive and significant relationship with teacher job commitment. The study concluded that instructional materials relate more strongly to teacher job commitment than school infrastructure. It was recommended that government and school authorities should maintain school facilities and provide adequate instructional materials for effective teaching.

Keywords: School Infrastructure, Instructional Materials, Teacher Job Commitment, Public Secondary Schools

Introduction

Education remains a major instrument for social, economic and moral development because it provides the knowledge, skills and values through which individuals and societies improve their conditions of life. The Federal Republic of Nigeria (2013) described education as an instrument par excellence for national development, while Odo (2021) viewed it as a tool for developing individuals and society and for addressing poverty, illiteracy and

social limitations. Cox (2017) also observed that education supports rapid economic, social, political, cultural and technological development. These positions show that education is not an isolated classroom activity but a national development process that depends heavily on the school.

The school is the formal setting where organised teaching and learning take place. Ali (2018) described a school as an educational institution where students learn from teachers, while Anina (2014), drawing from Montessori's view, saw the school as a prepared environment that supports the natural development of the child. In the same direction, Ogbonnaya (2016) explained that secondary education serves as the link between primary and tertiary education and prepares learners for higher learning and useful living. Since secondary schools occupy this strategic position in the education system, their effectiveness depends greatly on teachers.

Teachers are central to the achievement of school objectives because they translate educational goals into classroom practice. Eze (2015) described a teacher as a person who shapes the direction of learners toward stated objectives, while Obidike (2016) viewed the teacher as one who provides activities, materials and guidance that facilitate learning. Majasan, cited in Ayele (2014), further described the teacher as one who teaches, builds, instructs, trains and guides learners for healthy growth and stable adult life. These definitions suggest that the teacher is not merely present in school but actively carries the work of education, and this makes teacher job commitment important.

Teacher job commitment refers to the dedication, attachment and willingness teachers show toward their teaching roles and school goals. Umeozor (2019) defined teacher job commitment as the strength employees attach to the goals and values of their profession and their willingness to continue in it. Altun (2017) saw teacher commitment as the internal force that motivates teachers to demonstrate enhanced job performance, while Alsiewi and Agil (2014) defined it as teachers' willingness to invest personal resources in teaching and remain in the profession. In this paper, teacher job commitment means the degree to which teachers in public secondary schools devote their time, effort, professional knowledge and loyalty to teaching and the achievement of school objectives. Such commitment is rarely produced by personal will alone; it is often shaped by the school climate.

School climate is the condition and atmosphere of the school as experienced by those who work and learn within it. Thapa, Cohen, Guffey and Higgins-D'Alessandro (2013) viewed school climate as the way individuals experience school life in relation to goals, norms, values, interpersonal relations, teaching and learning and organisational structure. Adewusi (2018) described school climate as the totality of what goes on inside and around a school which influences those associated with it. Montero-Carretero, Diego, Francisco and Eduardo (2021) also explained that school climate contains physical, social and emotional dimensions that affect belonging, communication and learning. In this study, school climate is understood as the physical and social condition of the school that can

encourage or weaken teacher commitment. One major physical dimension of this climate is school infrastructure.

School infrastructure has been defined by scholars as the physical facilities and structures that support teaching and learning. Ray (2017) described school infrastructure as the physical elements of a school, including buildings, equipment, laboratories and other facilities needed by students and staff. Sanitka, Pangestu and Nurahlaini (2021) observed that quality school facilities attract and retain teachers, improve learning outcomes and contribute to community development. Igbaji (2014) also linked school facilities with academic achievement by noting that functional facilities support the education process. In the context of this paper, school infrastructure refers to the classrooms, staff offices, libraries, laboratories, furniture and other physical facilities provided to support teaching and teachers' professional work. Closely connected to infrastructure are instructional materials.

Instructional materials are the teaching resources that help teachers make lessons clearer, more practical and more meaningful to students. Johnson, cited in Majid (2014), defined instructional materials as resources teachers use to make learning more effective. Obidike (2016) described them as objects or devices that help teachers make lessons more understandable to learners. Tuimur and Chemwei (2015) also explained that instructional materials assist teachers in presenting lessons logically and sequentially to students. In this paper, instructional materials refer to textbooks, charts, laboratory equipment, audio-visual aids, printed materials and other learning resources used by teachers to support lesson delivery. Their relevance is better understood when considered alongside the broader physical condition of the school.

School infrastructure and instructional materials are related, but they do not perform exactly the same function in the school system. Infrastructure gives the school its physical base. It provides classrooms, offices, laboratories, libraries, furniture and other facilities that make organised teaching and learning possible. Instructional materials, on the other hand, enter directly into the teaching process. They help teachers explain concepts, demonstrate ideas and make learning less abstract to students. This means that while infrastructure supports the general work environment, instructional materials support the actual delivery of lessons.

The difference between the two is important in any discussion of teacher job commitment. A teacher who works in a school with poor buildings, overcrowded classrooms and inadequate offices may experience discomfort and discouragement. In the same way, a teacher who lacks relevant instructional materials may find lesson delivery difficult, repetitive and less effective. Both situations may affect commitment, but they may not do so in the same manner or with the same strength. This makes it necessary to examine them as separate dimensions of school climate.

In public secondary schools in Anambra State, teachers work under different school conditions. Some schools have better classrooms, laboratories, furniture and teaching resources, while others struggle with inadequate facilities and limited learning materials. These differences may shape how teachers feel about their work,

how much effort they invest in teaching and how strongly they remain attached to school goals. For this reason, teacher job commitment cannot be fully understood without paying attention to the physical and instructional conditions under which teachers perform their duties.

This paper therefore focused on school infrastructure and instructional materials as two physical dimensions of school climate. The intention was to determine how each relates to teacher job commitment in public secondary schools in Anambra State. By narrowing the discussion to these two variables, the paper provides a clearer basis for understanding how the school environment may support or weaken teachers' dedication to their professional responsibilities.

Statement of the Problem

Teachers are expected to show strong commitment to their job through regular attendance, effective lesson delivery, proper preparation, active participation in school activities and willingness to support students' learning. However, such commitment does not develop in isolation. It is often influenced by the condition of the school environment in which teachers work daily. In public secondary schools, the availability of good infrastructure and adequate instructional materials can either encourage teachers to perform their duties with enthusiasm or make the teaching process difficult and discouraging.

In many public secondary schools, poor infrastructure appears to remain a serious challenge. Some schools operate with inadequate classrooms, dilapidated buildings, poorly equipped laboratories, insufficient staff offices, overcrowded learning spaces and limited facilities that should support teaching and learning. Where the physical environment is uncomfortable or poorly maintained, teachers may find it difficult to discharge their duties effectively. A teacher who teaches in an unconducive environment may gradually lose interest, reduce effort or become less committed to school goals.

Instructional materials also play an important role in teaching effectiveness and teacher commitment. When teachers have access to relevant textbooks, charts, laboratory equipment, audio-visual materials and other teaching aids, they are more likely to make lessons meaningful and interesting. Unfortunately, many public secondary schools still experience shortage of instructional materials. In some cases, teachers are forced to depend mainly on verbal explanation, even when the subject matter requires practical demonstration. This situation can make teaching stressful, reduce creativity and weaken teachers' willingness to put in extra effort.

The problem, therefore, is that although teachers are expected to remain committed to their work, the school climate in which they operate may not always provide the needed infrastructure and instructional support. This creates concern because poor school infrastructure and inadequate instructional materials may contribute to lateness, absenteeism, poor lesson preparation, reduced enthusiasm and weak attachment to the teaching profession. If this situation is not properly addressed, the quality of teaching and learning in public secondary schools may continue to decline.

It is against this background that this paper examined school infrastructure and instructional materials as correlates of teacher job commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between school infrastructure and teacher job commitment in public secondary schools in Anambra State?
2. What is the relationship between instructional materials and teacher job commitment in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

Ho1: There is no significant relationship between school infrastructure and teacher job commitment in public secondary schools in Anambra State.

Ho2: There is no significant relationship between instructional materials and teacher job commitment in public secondary schools in Anambra State.

Research Method

The study adopted a correlational research design. This design was appropriate because the study sought to determine the direction and strength of relationship between school infrastructure, instructional materials and teacher job commitment in public secondary schools in Anambra State. The use of correlational design was also consistent with the parent thesis, which examined school climate variables in relation to teacher job commitment.

The study was carried out in Anambra State, Nigeria. The state has six education zones, namely Awka, Aguata, Onitsha, Nnewi, Ogidi and Otuocha. The population comprised 5,136 teachers and 265 principals in the 265 public secondary schools in Anambra State. The sample size for the study was 1,080 respondents, made up of 1,027 teachers and 53 principals. A multi-stage sampling procedure was used. The education zones formed the first stage, schools were selected in the second stage, while proportionate stratified random sampling was used to select teachers and principals from the selected schools.

The instrument for data collection was a researcher-developed questionnaire titled Relationship between School Climate and Teacher Job Commitment Questionnaire (RSCTJCQ). The instrument contained sections that measured school infrastructure, instructional materials and teacher job commitment. The instrument was validated by three experts, and the observations of the validators were used to improve the wording and relevance of the items. Reliability was established using Cronbach Alpha method. The reliability coefficients reported in the parent thesis included .71 for school infrastructure and .74 for instructional materials, with a mean reliability coefficient of .77, indicating that the instrument was reliable for the study.

The questionnaire was administered with the assistance of trained research assistants. Out of the 1,080 copies administered, 1,063 were properly completed and used for the analysis. Pearson Product Moment Correlation Coefficient was used to answer the research questions, while t-test of correlation significance was used to test the

null hypotheses at the 0.05 level of significance.

Results

Research Question One: What is the relationship between school infrastructure and teacher job commitment in public secondary schools in Anambra State?

Table 1: Pearson Correlational Coefficient on The Relationship Between School Infrastructure and Teacher Job Commitment in Public Secondary Schools in Anambra State

N	Pearson Correlation (r)	Decision
1063	0.026	Very Low Positive Relationship

Table 1 shows that the computed correlation coefficient between school infrastructure and teacher job commitment was 0.026. This indicates a very low positive relationship between school infrastructure and teacher job commitment in public secondary schools in Anambra State.

Research Question Two: What is the relationship between instructional materials and teacher job commitment in public secondary schools in Anambra State?

Table 2: Pearson Correlational Coefficient on The Relationship Between Instructional Materials and Teacher Job Commitment in Public Secondary Schools in Anambra State

N	Pearson Correlation (r)	Decision
1063	0.514	Moderate Positive Relationship

Table 2 shows that the computed correlation coefficient between instructional materials and teacher job commitment was 0.514. This indicates a moderate positive relationship between instructional materials and teacher job commitment in public secondary schools in Anambra State.

Hypothesis One: There is no significant relationship between school infrastructure and teacher job commitment in public secondary schools in Anambra State.

Table 3: Test of Significance of the Relationship between School Infrastructure and Teacher Job Commitment in Public Secondary Schools in Anambra State

N	r	T	Sig.	Decision
1063	0.026	0.433	0.666	Not Significant

Table 3 shows that the relationship between school infrastructure and teacher job commitment was not statistically significant. The t-value was 0.433 and the probability value was 0.666. Since 0.666 was greater than 0.05, the null hypothesis was not rejected.

Hypothesis Two: There is no significant relationship between instructional materials and teacher job commitment in public secondary schools in Anambra State.

Table 4: Test of Significance of the Relationship between Instructional Materials and Teacher Job Commitment in Public Secondary Schools in Anambra State

N	r	T	Sig.	Decision
1063	0.514	9.905	0.000	Significant

Table 4 shows that the relationship between instructional materials and teacher job commitment was statistically significant. The t-value was 9.905 and the probability value was 0.000. Since 0.000 was less than 0.05, the null hypothesis was rejected.

Discussion

The first finding revealed a very low positive relationship between school infrastructure and teacher job commitment in public secondary schools in Anambra State. The computed correlation coefficient of 0.026 shows that the relationship between the two variables was weak. The hypothesis test also showed that the relationship was not significant, since the probability value of 0.666 was greater than the 0.05 level of significance. This means that school infrastructure, as measured in the study, did not significantly relate to teacher job commitment in the sampled public secondary schools. This finding should be interpreted with care. It does not mean that school infrastructure is unimportant to teaching and learning. Rather, it suggests that the mere presence or absence of physical facilities may not be enough to explain teachers' commitment to their job. A school may have buildings, classrooms or offices, yet teachers may remain poorly committed if the facilities are not functional, if leadership is weak, if welfare is poor or if instructional resources are inadequate. In other words, infrastructure may provide the physical base for teaching, but it does not automatically produce professional dedication. The finding is not fully in line with the position of Anyachebelu and Obasi (2020), who associated availability and utilisation of literacy facilities with teaching and learning. It also differs from the view of Beti, Bukman and Syaiful (2021), who reported that school infrastructure and work environment influence teacher performance. Similarly, Debarshi and Palas

(2014) observed that school infrastructure can influence the motivation of teachers. The difference may be due to context. In Anambra State public secondary schools, teachers may have become accustomed to working under limited facilities, making infrastructure alone a weak predictor of their commitment.

The finding can also be understood through Herzberg's Two-Factor Theory. School infrastructure may function more as a hygiene factor than as a strong motivator. When classrooms, offices and facilities are poor, teachers may experience dissatisfaction. However, when such facilities exist, they may only remove discomfort without necessarily increasing commitment. This explains why infrastructure can remain necessary for school functioning while still showing a very low and non-significant relationship with job commitment in the present study.

The second finding showed a moderate positive relationship between instructional materials and teacher job commitment in public secondary schools in Anambra State. The computed correlation coefficient of 0.514 indicates that the relationship was stronger than that of school infrastructure. The hypothesis test further showed that the relationship was significant, since the probability value of 0.000 was less than the 0.05 level of significance. This means that instructional materials significantly related to teacher job commitment. This result is logical because instructional materials are directly connected with the teacher's daily classroom work. Unlike buildings or other infrastructure that may remain in the background, instructional materials enter directly into lesson planning, teaching, explanation, demonstration and assessment. When teachers have access to relevant materials, they are likely to teach with greater confidence, reduce stress, make lessons clearer and sustain students' attention. These conditions may encourage teachers to become more committed to their teaching responsibilities. The finding agrees with Johnson cited in Majid (2014), who described instructional materials as resources that make learning more effective. It also supports Obidike (2016), who saw instructional materials as devices that help teachers make lessons more understandable. The finding is further consistent with Tuimur and Chemwei (2015), who observed that instructional materials assist teachers in presenting lessons logically and sequentially. Since committed teaching requires preparation, clarity and confidence, the availability of instructional materials can strengthen teachers' willingness to perform their duties. The finding also reflects the reality of many public secondary schools where teachers sometimes spend personal time and resources searching for materials to make lessons meaningful. When teachers repeatedly teach without adequate materials, the teaching process becomes tiring and less rewarding. This can reduce enthusiasm and weaken commitment. On the other hand, when teaching aids, laboratory resources, charts, textbooks and other materials are available, teachers may experience less frustration and greater readiness to carry out their duties.

Conclusion

The study concluded that school infrastructure and instructional materials relate differently to teacher job commitment in public secondary schools in Anambra State. School infrastructure had a very low

positive and non-significant relationship with teacher job commitment, while instructional materials had a moderate positive and significant relationship. The conclusion drawn from the findings is that materials used directly for teaching are more closely associated with teachers' commitment than general physical facilities. Therefore, improving teacher commitment requires attention not only to school buildings but also to the teaching resources that support daily classroom work.

Recommendations

Based on the findings of the study the following recommendations were made:

1. Government should provide adequate funds for the maintenance of school infrastructure, especially classrooms, staff offices, libraries, laboratories and other facilities used by teachers and students.
2. Government and school administrators should ensure that school infrastructure is not only available but also functional, safe and suitable for teaching and learning activities.
3. The Post Primary Schools Service Commission and relevant education authorities should provide adequate instructional materials to public secondary schools in Anambra State.
4. Principals should put in place transparent systems for storing, distributing and monitoring the use of instructional materials so that teachers can access them when needed.

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